



July 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 3

Test Date: March 2009  
Code: 10891288  
SAU: Limestone School Department  
School: Limestone Community School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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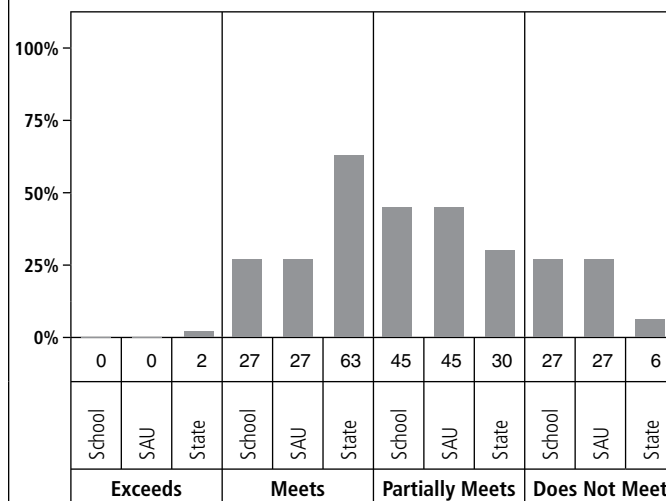
# SUMMARY OF SCORES

Test Date: March 2009  
Grade: 3  
SAU: Limestone School Department  
School: Limestone Community School

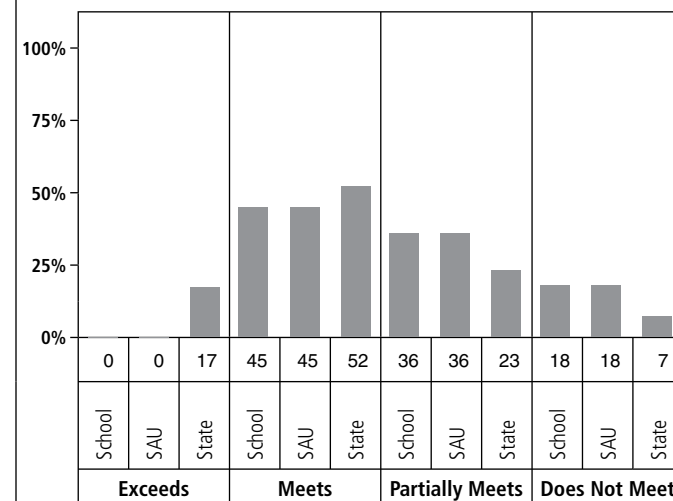
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2006–2007	339	339	345
2007–2008	335	335	344
<b>2008–2009</b>	<b>336</b>	<b>336</b>	<b>345</b>
Cum. Avg.*	337	337	345
<b>Mathematics</b>			
2006–2007	336	336	347
2007–2008	335	335	347
<b>2008–2009</b>	<b>337</b>	<b>337</b>	<b>348</b>
Cum. Avg.*	336	336	347

## ELA – READING



## MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009  
Grade: 3  
SAU: Limestone School Department  
School: Limestone Community School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	13	100	13	100	13763	100	13	100	13	100	13691	100	13	100	13	100	13691	100						
<b>Ethnicity</b> African American/Black	0	0	0	0	416	3	0	0	0	0	412	99	0	0	0	0	414	100						
American Indian or Native Alaskan	0	0	0	0	102	1	0	0	0	0	101	100	0	0	0	0	101	100						
Asian or Pacific Islander	0	0	0	0	232	2	0	0	0	0	226	97	0	0	0	0	227	98						
Hispanic	0	0	0	0	167	1	0	0	0	0	164	98	0	0	0	0	164	98						
Caucasian/White	13	100	13	100	12846	93	13	100	13	100	12788	100	13	100	13	100	12785	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Identified disability</b>	7	54	7	54	2414	18	7	100	7	100	2388	100	7	100	7	100	2388	100						
<b>Current LEP</b>	0	0	0	0	420	3	0	0	0	0	413	98	0	0	0	0	417	99						
<b>Economically disadvantaged</b>	9	69	9	69	5887	43	9	100	9	100	5847	100	9	100	9	100	5846	100						
<b>Migrant</b>	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100						

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	5	38	5	38	10316	75	5	38	5	38	10355	75						
Identified disability (PET/IEP)	0	0	0	0	437	4	0	0	0	0	445	4						
LEP	0	0	0	0	192	2	0	0	0	0	193	2						
504 plan	0	0	0	0	83	1	0	0	0	0	83	1						
<b>Participation with accommodations</b>	6	46	6	46	3179	23	6	46	6	46	3152	23						
Identified disability (PET/IEP)	5	83	5	83	1757	55	5	83	5	83	1759	56						
LEP	0	0	0	0	214	7	0	0	0	0	219	7						
504 plan	0	0	0	0	63	2	0	0	0	0	64	2						
Other	1	17	1	17	1192	37	1	17	1	17	1157	37						
<b>Participation through alternate assessment (PAAP)</b>	2	15	2	15	194	1	2	15	2	15	184	1						
Identified disability (PET/IEP)	2	100	2	100	194	100	2	100	2	100	184	100						
LEP	0	0	0	0	5	3	0	0	0	0	5	3						
504 plan	0	0	0	0	1	1	0	0	0	0	0	0						
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	2	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	19	0	0	0	0	0	21	0						
<b>Non-participation – other</b>	0	0	0	0	53	0	0	0	0	0	51	0						

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2009  
Grade: 3  
SAU: Limestone School Department  
School: Limestone Community School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 362–380)	2006-2007	0	0	0	0	332	2
	2007-2008	0	0	0	0	227	2
	<b>2008-2009</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>262</b>	<b>2</b>
	Cum. Total*	0	0	0	0	821	2
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 342–360)	2006-2007	9	35	9	35	8691	63
	2007-2008	3	15	3	15	8403	62
	<b>2008-2009</b>	<b>3</b>	<b>27</b>	<b>3</b>	<b>27</b>	<b>8500</b>	<b>63</b>
	Cum. Total*	15	26	15	26	25594	63
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 332–340)	2006-2007	14	54	14	54	3781	27
	2007-2008	11	55	11	55	4018	30
	<b>2008-2009</b>	<b>5</b>	<b>45</b>	<b>5</b>	<b>45</b>	<b>3985</b>	<b>30</b>
	Cum. Total*	30	53	30	53	11784	29
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 300–330)	2006-2007	3	12	3	12	1021	7
	2007-2008	6	30	6	30	938	7
	<b>2008-2009</b>	<b>3</b>	<b>27</b>	<b>3</b>	<b>27</b>	<b>748</b>	<b>6</b>
	Cum. Total*	12	21	12	21	2707	7

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	46	100	21.1	45.9	21.1	45.9	28.3	61.5
A1/A2 Interconnected Elements/Literary Text	32	70	15.2	47.5	15.2	47.5	19.9	62.2
A1/A3 Interconnected Elements/Informational Text	14	30	5.9	42.1	5.9	42.1	8.4	60.0

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:  
<http://www.maine.gov/education/lres/pei/index.html>.



# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 3  
 SAU: Limestone School Department  
 School: Limestone Community School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	11	0	0	3	27	5	45	3	27	336	11	0	27	45	27	336	13495	2	63	30	6	345
Ethnicity																						
African American/Black	0										0						402	0	40	41	18	339
American Indian or Native Alaskan	0										0						99	0	64	31	5	343
Asian or Pacific Islander	0										0						222	4	63	25	8	345
Hispanic	0										0						162	0	51	38	10	342
Caucasian/White	11	0	0	3	27	5	45	3	27	336	11	0	27	45	27	336	12610	2	64	29	5	345
Not Reported	0										0						0					
Identified disability																						
Yes	5	0	0	1	20	2	40	2	40	334	5	0	20	40	40	334	2194	0	32	50	18	338
No	6	0	0	2	33	3	50	1	17	338	6	0	33	50	17	338	11301	2	69	26	3	346
Current LEP																						
Yes	0										0						406	0	39	41	20	339
No	11	0	0	3	27	5	45	3	27	336	11	0	27	45	27	336	13089	2	64	29	5	345
Economically disadvantaged																						
Yes	7	0	0	2	29	3	43	2	29	335	7	0	29	43	29	335	5721	1	52	39	9	342
No	4										4						7774	3	71	23	3	346
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	11	0	0	3	27	5	45	3	27	336	11	0	27	45	27	336	13489	2	63	30	6	345
Gender																						
Female	2										2						6568	3	67	26	4	346
Male	9	0	0	3	33	4	44	2	22	337	9	0	33	44	22	337	6927	1	59	33	7	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	6	0	0	1	17	2	33	3	50	332	6	0	17	33	50	332	2300	0	39	49	11	340
No	5	0	0	2	40	3	60	0	0	341	5	0	40	60	0	341	11195	2	68	25	4	345
Gifted/talented program																						
Yes	1										1						155	11	87	2	0	354
No	10	0	0	2	20	5	50	3	30	335	10	0	20	50	30	335	13340	2	63	30	6	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA-READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 3  
SAU: Limestone School Department  
School: Limestone Community School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	10	0	0	0	0	0	0	1	100	324	10	0	0	0	100	324	5	1	44	39	16	340
B. less than one hour	80	0	0	3	38	4	50	1	13	339	80	0	38	50	13	339	80	2	66	28	4	345
C. one to two hours	10	0	0	0	0	0	0	1	100	322	10	0	0	0	100	322	13	2	61	32	6	344
D. more than two hours	0										0						3	1	36	45	18	339
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	60	0	0	2	33	2	33	2	33	337	60	0	33	33	33	337	47	3	68	24	4	346
B. good	30	0	0	1	33	2	67	0	0	338	30	0	33	67	0	338	41	1	62	31	5	344
C. fair	10	0	0	0	0	0	0	1	100	324	10	0	0	0	100	324	9	0	51	41	8	342
D. poor	0										0						2	0	30	51	19	338
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	18	0	0	0	0	1	50	1	50	329	18	0	0	50	50	329	31	3	63	28	6	345
B. They match some of what I have learned.	45	0	0	3	60	1	20	1	20	339	45	0	60	20	20	339	49	2	68	26	3	345
C. They match just a little of what I have learned.	18	0	0	0	0	1	50	1	50	335	18	0	0	50	50	335	14	1	53	39	7	342
D. There is no match.	18	0	0	0	0	2	100	0	0	337	18	0	0	100	0	337	6	0	43	43	14	340
<b>How hard was the reading part of this test?</b>																						
A. harder than my regular schoolwork	30	0	0	1	33	2	67	0	0	341	30	0	33	67	0	341	18	1	50	38	11	342
B. about the same as my regular schoolwork	40	0	0	1	25	2	50	1	25	336	40	0	25	50	25	336	57	2	68	26	3	346
C. easier than my regular schoolwork	30	0	0	1	33	0	0	2	67	333	30	0	33	0	67	333	25	1	61	31	6	344
<b>How hard were the reading passages on this test?</b>																						
A. Most of the passages were harder than what I normally read.	36	0	0	0	0	2	50	2	50	331	36	0	0	50	50	331	15	0	38	48	14	340
B. Most of the passages were about the same as what I normally read.	27	0	0	1	33	1	33	1	33	337	27	0	33	33	33	337	48	2	66	29	4	345
C. Most of the passages were easier than what I normally read.	36	0	0	2	50	2	50	0	0	341	36	0	50	50	0	341	37	3	70	23	4	347
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	9	0	0	0	0	1	100	0	0	340	9	0	0	100	0	340	22	3	67	25	4	346
B. 20 minutes to an hour	27	0	0	0	0	1	33	2	67	329	27	0	0	33	67	329	46	2	68	26	4	346
C. less than 20 minutes	27	0	0	2	67	1	33	0	0	343	27	0	67	33	0	343	18	1	56	36	8	343
D. I rarely read at home.	36	0	0	1	25	2	50	1	25	336	36	0	25	50	25	336	14	0	50	40	10	341
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	73	0	0	3	38	4	50	1	13	338	73	0	38	50	13	338	29	1	56	36	7	343
B. six to ten pages	9	0	0	0	0	1	100	0	0	340	9	0	0	100	0	340	21	2	62	31	5	344
C. eleven or more pages	18	0	0	0	0	0	0	2	100	326	18	0	0	0	100	326	50	3	68	25	5	346
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	100	0	0	0	0	0	0	1	100	330	100	0	0	0	100	330						

# MATHEMATICS RESULTS

Test Date: March 2009  
Grade: 3  
SAU: Limestone School Department  
School: Limestone Community School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 362–380)	2006-2007	0	0	0	0	1985	14
	2007-2008	1	5	1	5	2277	17
	<b>2008-2009</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2328</b>	<b>17</b>
	Cum. Total*	1	2	1	2	6590	16
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 342–360)	2006-2007	6	23	6	23	6990	51
	2007-2008	5	25	5	25	6764	50
	<b>2008-2009</b>	<b>5</b>	<b>45</b>	<b>5</b>	<b>45</b>	<b>7045</b>	<b>52</b>
	Cum. Total*	16	28	16	28	20799	51
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 326–340)	2006-2007	16	62	16	62	3673	27
	2007-2008	10	50	10	50	3504	26
	<b>2008-2009</b>	<b>4</b>	<b>36</b>	<b>4</b>	<b>36</b>	<b>3137</b>	<b>23</b>
	Cum. Total*	30	53	30	53	10314	25
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 300–324)	2006-2007	4	15	4	15	1193	9
	2007-2008	4	20	4	20	1044	8
	<b>2008-2009</b>	<b>2</b>	<b>18</b>	<b>2</b>	<b>18</b>	<b>997</b>	<b>7</b>
	Cum. Total*	10	18	10	18	3234	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Mathematics Total Points</b>	<b>48</b>	<b>100</b>	24.1	50.2	24.1	50.2	31.5	65.6
<b>A. Number</b>	<b>20</b>	<b>42</b>	9.2	46.0	9.2	46.0	12.8	64.0
<b>B. Data</b>	<b>8</b>	<b>17</b>	5.3	66.3	5.3	66.3	6.1	76.3
<b>C. Geometry</b>	<b>8</b>	<b>17</b>	3.8	47.5	3.8	47.5	5.5	68.8
<b>D. Algebra</b>	<b>12</b>	<b>25</b>	5.8	48.3	5.8	48.3	7.1	59.2

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 3  
 SAU: Limestone School Department  
 School: Limestone Community School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	11	0	0	5	45	4	36	2	18	337	11	0	45	36	18	337	13507	17	52	23	7	348
<b>Ethnicity</b>																						
African American/Black	0										0						407	7	37	32	24	338
American Indian or Native Alaskan	0										0						99	7	47	38	7	344
Asian or Pacific Islander	0										0						223	25	45	24	7	350
Hispanic	0										0						162	6	44	35	15	341
Caucasian/White	11	0	0	5	45	4	36	2	18	337	11	0	45	36	18	337	12616	18	53	23	7	348
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	5	0	0	0	0	3	60	2	40	329	5	0	0	60	40	329	2204	6	36	36	22	338
No	6	0	0	5	83	1	17	0	0	343	6	0	83	17	0	343	11303	19	55	21	4	350
<b>Current LEP</b>																						
Yes	0										0						412	7	37	35	21	339
No	11	0	0	5	45	4	36	2	18	337	11	0	45	36	18	337	13095	18	53	23	7	348
<b>Economically disadvantaged</b>																						
Yes	7	0	0	3	43	3	43	1	14	337	7	0	43	43	14	337	5727	10	48	31	12	343
No	4										4						7780	23	55	18	4	351
<b>Migrant</b>																						
Yes	0										0						6	0	67	33	0	345
No	11	0	0	5	45	4	36	2	18	337	11	0	45	36	18	337	13501	17	52	23	7	348
<b>Gender</b>																						
Female	2										2						6568	16	52	24	8	348
Male	9	0	0	4	44	3	33	2	22	336	9	0	44	33	22	336	6939	18	53	22	7	348
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	6	0	0	1	17	3	50	2	33	332	6	0	17	50	33	332	2300	4	43	39	14	340
No	5	0	0	4	80	1	20	0	0	343	5	0	80	20	0	343	11207	20	54	20	6	350
<b>Gifted/talented program</b>																						
Yes	1										1						155	73	26	1	0	368
No	10	0	0	5	50	3	30	2	20	337	10	0	50	30	20	337	13352	17	52	23	7	348

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
 Grade: 3  
 SAU: Limestone School Department  
 School: Limestone Community School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	10	0	0	0	0	1	100	0	0	330	10	0	0	100	0	330	5	9	38	32	21	340
B. less than one hour	80	0	0	4	50	2	25	2	25	337	80	0	50	25	25	337	80	19	54	22	5	349
C. one to two hours	10	0	0	0	0	1	100	0	0	332	10	0	0	100	0	332	13	16	51	24	9	347
D. more than two hours	0										0						3	6	31	39	24	337
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	64	0	0	3	43	3	43	1	14	336	64	0	43	43	14	336	40	25	51	17	7	351
B. good	27	0	0	2	67	0	0	1	33	337	27	0	67	0	33	337	45	14	56	24	6	348
C. fair	9	0	0	0	0	1	100	0	0	340	9	0	0	100	0	340	12	7	49	34	10	343
D. poor	0										0						3	3	35	43	20	337
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	45	0	0	1	20	2	40	2	40	333	45	0	20	40	40	333	38	23	52	19	5	351
B. They match some of what I have learned.	36	0	0	3	75	1	25	0	0	342	36	0	75	25	0	342	45	16	56	22	6	348
C. They match just a little of what I have learned.	18	0	0	1	50	1	50	0	0	337	18	0	50	50	0	337	12	10	45	33	12	343
D. There is no match.	0										0						5	5	35	38	22	338
<b>How hard was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	40	0	0	2	50	2	50	0	0	337	40	0	50	50	0	337	17	8	45	34	13	342
B. about the same as my regular schoolwork	40	0	0	2	50	1	25	1	25	339	40	0	50	25	25	339	59	19	55	21	5	350
C. easier than my regular schoolwork	20	0	0	1	50	1	50	0	0	340	20	0	50	50	0	340	24	20	51	21	8	349
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	30	0	0	1	33	2	67	0	0	339	30	0	33	67	0	339	15	8	41	35	15	341
B. 30–45 minutes	40	0	0	2	50	0	0	2	50	335	40	0	50	0	50	335	29	16	54	23	6	348
C. 45–60 minutes	20	0	0	1	50	1	50	0	0	340	20	0	50	50	0	340	32	21	55	19	5	350
D. more than 60 minutes	10	0	0	0	0	1	100	0	0	328	10	0	0	100	0	328	25	21	53	20	6	350
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	0										0						6	6	33	39	23	337
B. two or three days a week	0										0						12	15	55	22	8	348
C. two or three times each month	9	0	0	0	0	0	0	1	100	322	9	0	0	0	100	322	26	20	56	19	5	350
D. never or almost never	91	0	0	5	50	4	40	1	10	338	91	0	50	40	10	338	56	18	52	23	7	348
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	36	0	0	2	50	2	50	0	0	338	36	0	50	50	0	338	37	14	51	27	9	346
B. two or three days a week	9	0	0	0	0	0	0	1	100	322	9	0	0	0	100	322	27	20	55	19	6	350
C. two or three times each month	9	0	0	0	0	1	100	0	0	340	9	0	0	100	0	340	19	22	53	19	6	350
D. never or almost never	45	0	0	3	60	1	20	1	20	338	45	0	60	20	20	338	18	15	51	26	8	347
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	100	0	0	0	0	0	0	1	100	322	100	0	0	0	100	322						

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